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ABSTRACT

Career guidance techniques in this package focus on the competency area of testing. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to have a better understanding of testing and its uses, of their own values and abilities, and of occupational areas that might interest them. The five sample activities presented are titled: "Introduction to Testing," "Factors Influencing Test Results," "Self-Evaluation Form," "Forced Choice Value Test," and "Interest Inventories." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

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INDIVIDUALIZED LEARNING SYSTEMS

for: Career/Vocational Education
Staff Development

CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

TESTS

CG-0008-T

Teacher Competency:
Demonstrate a knowledge of appropriate use of commercially produced and teacher made tests in assisting the learners in their career development.

CE 009 526

TESTS

CG-0008-T

EIGHT BASIC CAREER GUIDANCE COMPETENCIES FOR TEACHERS

- Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
- Enable learners to aquire and apply decision-making skills.
- Enable learners to discover the interactions among life roles, personal life-styles, and occupational choices.
- Identify and use school and community resources which will assist the learners in their career development.
- Enable learners to identify and understand the differences in working relationships associated with various occupations.
- Provide the learner with occupational information.
- Work with the learner to involve parents in the learner's career development.
- Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

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CAREER GUIDANCE TECHNIQUES
FOR
CLASSROOM TEACHERS

- VALUING
- DECISION-MAKING
- LIFE-STYLE
- COMMUNITY RESOURCES
- WORKING RELATIONSHIPS
- OCCUPATIONAL INFORMATION
- PARENTAL INVOLVEMENT
- TESTS

This package of career guidance techniques focuses on one of eight basic career guidance competencies that were identified and validated as needed by teachers as they assist in the career development of their students. A total of eight packages are available--one in each of the above eight competency areas.

The sample activities presented here and those which you will add will enable students to obtain a better understanding of themselves, gather information which will help them determine more clearly where they might go with their life and improve their career decision-making skills. In short, each competency provides additional dimensions to the students' every-changing, every-growing career development.

You, the teacher, are the key to this dynamic process. Through your expert help, knowledge and skill--through guidance in your classroom--students can:

- o come to know themselves and their capabilities
- o gain control and improve their confidence
- o improve their career decision-making
- o gain a perspective of things learned and done and things to learn and do
- o determine the resources they need to achieve multiple goals

The additions you make to the system, blended with the basics provided in these competencies, will provide for needed student growth.

INTRODUCTION

TEACHER COMPETENCY: Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

In career planning, we must consider occupational areas in light of our values, interests, aptitudes, abilities and traits. The activities that follow will give students a better understanding of testing and its uses, of their own values and abilities and of occupational areas that might interest them.

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TESTING

Activity 1 INTRODUCTION TO TESTING.
Identify aptitudes, interests, abilities, traits.

Activity 2 FACTORS INFLUENCING TEST RESULTS.
Brainstorming factors that influence test performance.

Activity 3 SELF-EVALUATION FORM.
To evaluate yourself from three points of view.

Activity 4 FORCED CHOICE VALUE TEST.
Students will decide and rank values.

Activity 5 INTEREST INVENTORIES.
Students will take interest inventories and begin a career planning program.

DESCRIPTIVE ACTIVITY TITLE: Introduction to Testing

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

GOALS: Identify the variety of aptitudes, abilities, interests and traits required by any type of work. Become aware of the distinction between them and of the variety of tests to reveal them.

MATERIALS REQUIRED

Chalkboard

PHYSICAL SETTING

Classroom

PROCESS:

Discuss briefly the many requirements of even the simplest work.

1. The group brainstorms the qualities, skills, abilities or traits that an ideal nurse should have (any work familiar to the students could be used). Usually the class will fill the board with ideas.

Discuss briefly the large number of skills, abilities and traits associated with being a nurse. Same applies to most any other kind of work.

2. Classify the items on the board as:
   a) aptitudes
   b) abilities
   c) interests
   d) traits

Discuss:

1. The use of appropriate tests to learn the above information about onself.
2. The need for various kinds of information for effective career planning.

Definitions

Aptitudes - a natural tendency, as a quickness to learn or understand.

Abilities - skills or talents, things you are able to do or can learn to do.

Interests - things we have a feeling of intentness or concern or curiosity about.

Traits - distinguishing qualities or characteristics.

TESTING
Activity # 2
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Factors Influencing Test Results

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GOALS: Become aware of factors influencing test interpretation and their relative importance.

MATERIALS REQUIRED

Chalkboard

PHYSICAL SETTING

Classroom

GROUP SIZE: Class

TIME REQUIRED: 1 period

PROCESS:

1. Brainstorm the factors that effect testing performance (noise level, crowded room, uncomfortable temperature, etc.) by having the class call out as many items as they can think of. List on chalkboard. Have students evaluate which ones, if any, are considered when interpreting the test results. How accurate are the test results?
2. Brainstorm items or characteristics the students feel can be accurately tested to help them better understand their own interests and abilities in relationship to their career development. Discuss: What factors would influence these test results? How important is the test interpretation?

DESCRIPTIVE ACTIVITY TITLE: Self-Evaluation Form

GRADE LEVEL: X JH
X HS
PHS

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

GROUP SIZE: 1-?

TIME REQUIRED: 1 period

GOAL: To evaluate yourself from three points of view.

MATERIALS REQUIRED

Self-Evaluation Form
(2 pages)

PHYSICAL SETTING

1 - Class

1. Distribute the Self-Evaluation form and instruct students to note, "How I see myself." Collect forms when completed.
2. Distribute a second copy of the Self-Evaluation form and instruct students to note, "How I think others see me." Collect these after completion.
3. Distribute a third copy of the form and instruct students to note, "How I would really like to be."
4. Return the first two forms and allow time for students to compare the three.

Discuss: Reasons for the differences among the three evaluations. What insights did they gain?

SELF-EVALUATION FORM

How do you rate yourself on each of these very important traits? All of them are, in varying degrees, important for success on any job.

TRAIT	RATING				
	VERY HIGH	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	WEAK
1. Dependability					
2. Self-Confidence					
3. Friendliness					
4. Cheerfulness					
5. Patience					
6. Ability to keep working under real difficulties					
7. Sense of humor					
8. Honesty					
9. Ability to make decisions quickly					
10. Responsibility					
11. Loyalty to those for whom you work					
12. Ability to sense other's feelings					
13. Sincerity					
14. Ambition to succeed on the job					
15. Courage to do the right thing, even if you are alone					
16. Willingness to work hard					

TRAIT	RATING				
	VERY HIGH	ABOVE AVERAGE	AGERAGE	BELOW AVERAGE	WEAK
17. Ability to cooperate with other people					
18. Ability to become enthusiastic about your job					
19. Willingness to consider other's viewpoints					
20. Initiative--being a self-starter					
21. Courtesy					
22. Ability to lead others					
23. Ability to work without supervision					
24. Promptness					
25. Orderliness					

SELF-CONCEPT AND CAREER DEVELOPMENT
PORTLAND PUBLIC SCHOOLS

TESTING
Activity # 4
Page 1 of 8

DESCRIPTIVE ACTIVITY TITLE: Forced Choice Value Test

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: 1 - any no.

TIME REQUIRED: 1 period

GOALS: Students will become aware of the importance of value tests, that there are no right or wrong answers because values reflect the individual, and that values should be based on objective information

MATERIALS REQUIRED

Values Rank Order Sheet (1 page)

Forced Choice Values Test (5 pages)

Summary for Forced Choice Values Test (1 page).

PHYSICAL SETTING

Classroom

PROCESS:

1. Students will complete the "Value Rank Order" sheet.
2. Students will complete the "Forced Choice Values Test."
3. Students, with the assistance of the teacher, will complete the "Summary for Forced Choice Test."
4. Students transfer their initial "Value Rank Order" to the summary sheet and compare with the results of the "Forced Values Test" results.
5. As a class or in small groups discuss:

   The differences individuals encountered.

   Why these differences occurred.

   Will the ranking change as students mature? as they age?

   Are these rankings those that might have occurred 100 years ago? 20 years?

   Are there important values not included?

VALUES RANK ORDER

_____ SECURITY

_____ POWER

_____ PRESTIGE

_____ HELPFUL

_____ FREEDOM

_____ ADVENTURE

_____ FRIENDSHIP

_____ FAMILY LIFE

_____ RELIGION

_____ ORDERLINESS

_____ WEALTH

_____ PERFECTION

FORCED CHOICE VALUES TEST

Directions: Circle one of the two choices in each category.
You must choose one even though they seem to have approximately the same importance to you
(Please use a pencil)

---

1 to be reasonably sure about the future for myself and my family
12 to do things well.

---

3 to have people think well of me.
5 to have as much freedom as possible to do the things I want to do.

---

11 to have as many good things as possible.
12 to do things well.

---

6 to do new and different things often.
11 to have as many good things as possible.

---

7 to have friends.
10 to have things neat, orderly, and organized.

---

6 to do new and different things often.
8 to arrange for a family atmosphere that makes for satisfying family living.

---

3 to have people think well of me.
9 to do what is right according to my beliefs.

---

8 to arrange for a family atmostphere that makes for satisfying family living.
10 to have things neat, orderly, and organized.

---

4 to do things for my family and others.
11 to have as many good things as possible.

---

10 to have things neat, orderly, and organized.
12 to do things well.

---

2 to have influence with people.
11 to have as many good things as possible.

---

4 to do things for my family and others.
10 to have things neat, orderly, and organized.

SUMMARY FOR FORCED CHOICE VALUES TEST

Count and Record No. of times Circled		Values (Transfer your rank order from p. 2)	Rank
_____	1. To be reasonably sure about the future for myself and my family	SECURITY	_____
_____	2. To have influence with people.	POWER	_____
_____	3. To have people think well of me.	PRESTIGE	_____
_____	4 To do things for my family and others.	HELPFUL	_____
_____	5. To have as much freedom as possible.	FREEDOM	_____
_____	6. To do new and differnt things often.	ADVENTURE	_____
_____	7. To have friends.	FRIENDSHIP	_____
_____	8. To arrange for a family atmosphere that makes for satisfying family living	FAMILY LIFE	_____
_____	9. To do what is right according to my beliefs.	RELIGION	_____
_____	10. To have things neat, orderly, and organized.	ORDERLINESS	_____
_____	11. To have as many good things as possible.	WEALTH	_____
_____	12. To do things well.	PERFECTION	_____

DESCRIPTIVE ACTIVITY TITLE: Interest Inventories

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: 1 - any number

TIME REQUIRED: Varies

GOALS: Students will be given interest inventories and have individual interpretations of them to aid in their career development planning.

MATERIALS REQUIRED

Interest Surveys

PHYSICAL SETTING

Classroom, Office, Career Centers

PROCESS:

1. Students will be given interest inventories individually, in groups or in classes by teachers, counselors or career development personnel. However, interpretation should be done individually by personnel qualified to do so. Tests will vary as to grade level, time and coverage. The person selecting the test should check with his/her pupil personnel department for this information.

Some suggested interest surveys include:

Job-O Interest Survey

Self-Directed Search

Ohio Vocational Interest Survey

Strong-Campbell Interest Inventory

Kuder

California Occupational Preference Survey

Edwards Personal Preference Survey

Picture Interest Inventory

Interest Check List - U. S. Department of Labor

2. Using the findings of their interest inventories, students will begin a career planning process. The findings will be a basis for further investigation about occupations. The interest inventory is one step in a selection (but not eliminating) process for more valuable investigation.

---

2 to have influence with people.
12 to do things well.

---

4 to do things for my family and others.
12 to do things well.

---

4 to do things for my family and others.
7 to have friends.

---

5 to have as much freedom as possible to do the things I want to do.
8 to arrange for a family atmosphere that makes for satisfying family living.

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2 to have influence with people.
3 to have people think well of me.

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7 to have friends.
8 to arrange for a family atmosphere that makes for satisfying family living.

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12 to do things well.

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6 to do new and different things often.
12 to do things well.

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1 to be reasonably sure about the future for myself and my family.
10 to have things neat, orderly, and organized

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9 to do what is right according to my beliefs.

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